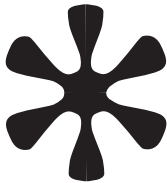


MEETING #4 HANDOUT

PURPOSE AND TASKS CHART

	If our purpose for observing practice is to . . .		
	A ... <i>examine instruction</i> (step 5) so we can collect data about what the problem of practice might be,	B ... deepen our understanding of our problem of practice so we can <i>develop an action plan</i> (step 6),	C ... implement and fine-tune instructional improvements as we <i>act and assess</i> our progress (step 8),
then our task when we FOCUS is to . . .	. . . review the learner-centered problem revealed by the data and brainstorm hypotheses for what the problem of practice might be.	. . . review the problem of practice revealed by the data and understand how the lesson(s) we will be observing attempt to address that problem.	. . . review the problem of practice revealed by the data and understand how the lesson(s) we will be observing attempt to address that problem.
then our task when we OBSERVE is to . . .	. . . collect evidence, ideally from many classrooms in our school, about the problem(s) of practice that we may need to address.	. . . collect evidence, from classrooms inside or outside our building, about what teaching and learning looks like when the problem is addressed.	. . . collect evidence about what teaching and learning looks like when we implement our action plan.
then our task when we DEBRIEF is to . . .	. . . share evidence and come to consensus on which problem of practice we will address.	. . . share evidence and discuss how what we learned can inform our action plan for improving practice.	. . . share evidence and commit to how we will adjust our instruction based on what we learned.
then our task when we ADJUST is to . . .	. . . collect ideas from colleagues and specialists,* and/or readings, on how to address the problem of practice.	. . . experiment with adjusting our own practice according to what we learned in the observation.	. . . adjust our instruction based on what we learned.
then our task when we FOLLOW UP is to . . .	. . . discuss our options for addressing the problem of practice.	. . . work together to develop an action plan for improving instruction.	. . . discuss what happened when we adjusted our instruction and plan new steps.**

* This could trigger another round of observing practice, with the purpose defined in column B.

** This could trigger another round of observing practice, with the purpose again defined in column C.